



A copy of these slides will be on
the school website.

Year 4 Expectations

Active listening (tracking adult)

Focus during input and independent task

Put your hand up to ask/answer questions and to ask for help.

Show respect and kindness to those around you.

Always try your best!

Homework

- Handed out on Friday and returned on Tuesday.
- All completed using pencil.
- No longer than 20 minutes to complete the main task.
- Children to tick which task they have completed.
- Please let us know if there are any difficulties

Unit overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Group/classify living things Data collection States of Matter		Sound Data collection	Electricity Sustainability	Data collection Habitats	The digestive system Food chains
Geography	River Lee and Por (two weeks of Autumn 2)		Local area development (final week of Spring 1, start of topic) (Continue for three weeks of Summer 1)			N/A
History	The Romans (two weeks of Autumn 2)		Invaders and settlers (final week of Spring 1, start of topic) (Continue for three weeks of Summer 1)			N/A
Art	N/A	Architects (after 2 weeks)	N/A	N/A	Weaving	N/A
DT	N/A	N/A	Bunting (5 weeks)	N/A	N/A	Food tech – perfect pizza
Computing	Networks – The internet	Creating media – Audio production	Coding – repetition in shapes	Data logging	Creating media – photo editing	Coding Repetition in games
RE	Symbols and Actions	Prayer, worship and reflection	Identifying and belonging	Human responsibility and values	Justice and fairness	Ultimate questions
Music / French (alternate)	Family	Mamma Mia	Keyboards and music theory	Animals	Harry Potter	Changing me
PHSE	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Clothes
PE	Ball skills Tag rugby	OAA Indoor athletics	Dance Gymnastics	Fitness Netball	Cricket Rounders	Tennis Athletics

Reading expectations

Please read to and with your child 3 times a week.

Skills to focus on:

- Reading fluently
- Summarising
- Retrieval
- Inferences
- Vocabulary
- Predictions

Please use your local library and model the above skills when you read at home.



Prediction	Summarising main ideas	Inference	Choice of words to enhance meaning	
do you think ory will be ? Why?	Which paragraph tells you...?	Ask true or false based on the text.	What is the effect of...?	H
do you think is to happen Why?	What happened in the story?	How do you think this character is feeling? Why?	Explain how the language in this sentence shows...?	h G fe th pl
do you think... y when...?	True/ false statements based on the text.	What does the word... imply about...?	Which words help the reader to imagine...?	V br it:
might happen next chapter?	What would be a suitable heading for this page/ paragraph?	Why did he feel...?	How does the choice of language create the impression that...?	H tti di th ui
	How would you label these parts of the text.	What might... be thinking?	Why did the author choose the verbs ... and ...?	
	Which happens	What might his/ her attitude be towards ...?		

School Reading List

Recommended reading books for primary & secondary aged children in the UK

EYFS & KS1 books

KS2 books

KS3-5 books



Spellings and Writing

- The spelling rule is key, not just the spelling words.
- We want children to be independent writers using nouns, noun phrases, conjunctions, prepositions and full sentences.
- We want children to use joined handwriting, paying attention to capital letters, commas and full stops.
- We will review pen licences during the Autumn term where we will assess if handwriting is neat and consistent across **all** books.

Multiplication Tables

National expectations for end of Year 4:

To recall multiplication for all times tables up to 12.

Children confident to solve multiplication questions in lots of different contexts, not just for the test.

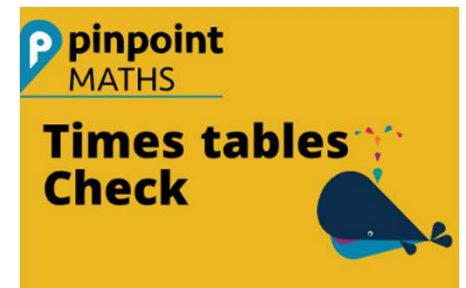
Multiplication Check:

- Online test
- June
- 20 questions
- 6 seconds per question
- $36 = ? \times 3$

Times Tables Test Simulator

Start

Settings



Achievements

Please send in a photo of your child with a medal / certificate to the office for our celebration board.

The children can also share learning that they are proud of in our celebration assembly on a Friday.

One child from each class will share per week, which will be monitored to ensure every child has shared (if they want to).



Uniform

- No nail varnish
- Hair tied back
- Earrings out or with tape
- Name on **all** items of clothing.
- Wellies for orchard days (no walking boots)
- PE kit – please bring in on Monday and take home on Friday.

Curriculum enrichment

We are aiming to offer:



Autumn:

Class trip – Verulamium Museum St Albans – 22nd September

Spring/Summer:

Drumming - Djembe

Outdoor learning	
• Den building • Knot tying	• Conservation and observation • Compass and map direction • Using tools safely

Thank you!

Thank you for coming!

If you have any concerns or queries, please arrange a meeting via the school office.

Please do not hesitate to speak with us on the playground after school.

Any questions?